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ABSTRACT

In order to develop an affirmative action plan at Triton College, the college President appointed a committee made up of nine representatives from the various college constituencies, the majority of which were women and minorities, to determine the objectives to be achieved and how to implement them, and to establish appropriate review procedures. The committee's principal task was to examine steps currently underway and those to be initiated to guarantee equal employment opportunities (EEO) for minorities, women, and handicapped persons. To that end, a review of Personnel Department policies, practices, and procedures and a work force analysis were undertaken. The first activity involved investigating the employee selection process, the upward mobility system, and the employee evaluation system. Key areas needing improvement were identified. The work force analysis determined the number and percentage of personnel employed in 1976-77 in each department by race, EEO category, sex, and job title; employees were placed in appropriate groupings for comparison of internal utilization with external availability to establish goals towards which the affirmative action plan should direct itself. Suggestions for improving the areas where progress was limited are made. The work force analysis is presented in a series of charts. (TR)

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AFFIRMATIVE ACTION PLAN

BEST COPY AVAILABLE

Triton Community College, District 504

2000 Fifth Avenue

River Grove, Illinois 60171

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February 16, 1978

JC 780 217

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INTRODUCTION

The document which follows represents a summary of the deliberations of many people at Triton College. It may be viewed as a guideline for further affirmative action planning and implementation efforts of the Triton College campus community. In essence, the document indicates that Triton College will be moving forward toward greater emphasis on equal employment opportunity.

Triton College has VOLUNTARILY embraced affirmative action as a priority goal as announced by President Brent Knight in August, 1977:

> One of this year's major thrusts will be to ensure that equal opportunity and affirmative action are practiced throughout the college.

The plan contained in this document represents the demonstrative record of Triton's good-faith efforts to comply with the spirit as well as the letter of the law.

The Board of Trustees and the College administration are deeply indebted to the members of the Affirmative Action Committee who contributed immeasurably to the development of this document. Affirmative Action Committee Members are:

Patricia Bauhs	Barbara Nelson
Marianne Bell	Jerry Owens
Ben Burda	Stephanie Petelle
John Lee	Pat Rubino
Vernon Magnesen	Charlotte Waters, Chairperson

I. DEVELOPMENT OF THE PLAN

Chronology and Method

In March, 1977, the Triton College Board of Trustees approved the formation of an Ad Hoc Committee on Affirmative Action. The President appointed members to develop a written Affirmative Action Plan. The President's selection process for committee membership involved consultation with the: (1) presidents of the student, faculty and classified associations; (2) representatives for administrators, police and engineers; and (3) Affirmative Action Officer.

The Committee was composed of the following members:

Affirmative Action Officer (Chairperson)
2 Administrators
3 Faculty
2 Classified
1 Student
1 at large representative from Police, Engineers, Adjunct Faculty, Hourly and Grants.

A majority of the members appointed were women and minorities.

An affirmative action plan consists of:

(a) Objectives to be achieved. These should be stated in qualitative and quantitative terms.

(b) Specific action steps, or methods, for achieving the overall objectives.

(c) Assignment of responsibilities to individuals or organizational units.

(d) Realistic and achievable timetables and target dates.

(e) A procedure for evaluating the organization's progress toward achieving the objectives and for periodic review and revision of the plan.

The overall objective of the Committee was to present a detailed description of steps now being taken and those that will be initiated to guarantee

equal employment opportunities for minorities*, women and handicap persons in compliance with all applicable laws. In order to accomplish this task the following two major activities were initiated in April, 1977:

1. A review of policies, practices and procedures of the Personnel Department.

2. A Work Force Analysis.

The first activity was accomplished through the formation of three teams, each with three committee members charged with the following missions:

Team A

Mission: To evaluate Triton's Employee Selection Process. Areas to be investigated included the following: recruitment; job requirements, job descriptions; standards and procedures; preemployment inquiries; application forms; testing; and interviewing.

Team B

Mission: To evaluate Triton's Upward Mobility System. Areas to be investigated included the following: assignments; job progressions; transfers; seniority; promotions; and training.

Team C

Mission: To study Triton's Employee Evaluation System. Areas to be investigated included the following: layoff; recall; termination; demotion; discharge; disciplinary action; and grievance procedure.

*Racial/ethnic designations used in this plan are the ones set forth by the United States Department of Health, Education and Welfare. These are: Black, non-Hispanic, a person having origins in any of the black racial groups (except those of Hispanic origin); American Indian or Alaskan Native, a person having origins in any of the original peoples of North America; Asian or Pacific Islander, a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands (this area includes, for example, China, Japan, Korea, the Philippine Islands, Samoa and the Indian subcontinent); Hispanic, a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race; and White, non-Hispanic, a person having origins in any of the original peoples of Europe, North Africa or the Middle East (except those of Hispanic origin). Protected class individuals include the first four designations listed above and women, handicap persons, and individuals between the ages of 40-65.

Key questions were identified by each team and Section III of this report contains the findings of more than five months of investigative activities. Each team focused its efforts upon review of printed information, observation of organizational operations and interviews with the Vice President of Personnel; the Director of Personnel, Adjunct Faculty; and the Personnel Officer. Team members found a notably open and cooperative attitude demonstrated by all personnel who participated in the investigation.

Section III contains conclusions and suggested actions developed around the key questions identified for the investigation. In addition a priority rating has been given to suggested actions. This rating delineates desirable immediate, short-range, and long-range goals. The following key was used:

*** Immediate Goal

** Short-Range Goal

* Long-Range Goal

The suggested actions are offered as recommendations for improving the overall function of the Personnel Department in order to achieve a productive Affirmative Action Program that will result in positive changes throughout the College. Their implementation should minimize individual complaints of discrimination in employment and enable the Personnel Department to respond quickly and efficiently to those made.

The second major activity involved an internal work force analysis conducted by the Affirmative Action Office. The analysis identified the number and percentage of minority and nonminority personnel employed in 1976-77 in each department by race, sex, EEO category, and job title. From the data obtained in the work force analysis, employees were placed in proper groupings for comparison of internal utilization to external availability.

Finally, a utilization analysis was conducted to compare job titles and job groups represented in Triton's work force with the external availability of persons qualified for those specific jobs. By identifying the areas and extent of under and over utilization, basic information was provided for setting realistic goals and timetables.

This system established goals to work toward--not a quota to be filled. Goals for employing women and minorities does not constitute "perference". No institution, unless under a time limit court order, is required to give preference to women and minorities.

II. POLICY STATEMENT

I. EQUAL EMPLOYMENT OPPORTUNITY

Triton College will make all decisions regarding recruitment, hiring, promotions, and all other terms and conditions of employment without discrimination on grounds of race, color, creed or religion, sex, marital status, national origin[1], handicap, or age[2].

II. AFFIRMATIVE ACTION IN EMPLOYMENT

Triton College historically has followed affirmative action in employment and will continue to do so. The action plan incorporated in this document represents a continuation and refinement of this effort. Triton College undertakes this program of affirmative action with the goal of achieving genuine equal employment opportunities for all qualified persons. Selection of employees under this plan will continue to be based upon the ability of the applicant to do the work. Good faith efforts will be directed to the following:

--Determination of the extent to which minorities and women are utilized in major job categories, comparing internal utilization with external availability;
--Identification and elimination of any possible employment practices which are not based on merit and valid job qualifications;
--Develop a special recruitment effort designed to attract qualified women and minorities;
--Projection of goals which will estimate the representation of minorities and women which is likely to result from the operation of this affirmative action plan;
--Establishment of organizational structures and monitoring systems which will assure effective operation of the affirmative action program, achievement of its goals, and modification of the plan as appropriate to those ends.

III. COMPLIANCE WITH LAWS

Whereas Triton College was founded by the people and is committed to serving all the people, through the policies and programs set forth in this plan, Triton undertakes to continue to comply fully with all applicable federal, state, and local laws relating to equal employment opportunity.

IV. RESPONSIBILITY FOR IMPLEMENTATION

The ultimate responsibility for equal employment opportunity and its full achievement through the affirmative action plan rests with the Board of Trustees and the President as chief executive officer of the College. In addition, the responsibility for Affirmative Action rests with all administrative, supervisory, and managerial positions throughout the College.

The affirmative action plan is available for review in the Affirmative Action Office. A summarization of this plan shall be distributed to each employee.

Meetings will be conducted by the Affirmative Action Officer for the purpose of explaining said program to all administrators and supervisors on campus beginning with the initiation of this plan.

Brent Knight, President
Triton College

Robert Collins, Chairperson
Board of Trustees

[1]"National Origin" will also specifically refer to Americans of Italian origin. The very same Affirmative Action activities afforded women and minorities will also be afforded the Italians.

[2]There will be no unlawful discrimination because of age unless where age is a bona fide occupational qualification reasonably necessary to the normal operation of the particular business. (Age Discrimination in Employment Act of 1967.)

III. EVALUATION OF THE PERSONNEL DEPARTMENT

KEY QUESTION: Do preemployment applications ask race, color, creed, national origin, ancestry, age, marital status or sex?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
X			

The Personnel Department is to be commended for its model job application forms. Both forms used by Triton have been recently revised and only valid job related inquiries are requested.

SUGGESTED ACTIONS: PRIORITY --

KEY QUESTION: Have active attempts been made to recruit people from protected classes?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	X	_____	_____

Professional positions at the institution are advertised in the Chronicle of Higher Education, the Affirmative Action Register, and the Equal Opportunity Forum. Notification of professional position vacancies are sent to placement services of many Black colleges. Additionally, job announcements are sent directly to the president of Black colleges for distribution throughout his or her staff. Local advertising is done in the major Chicago newspapers as well as the Chicago Defender, the major Black newspaper in the Chicago area.

Initial recruitment efforts in terms of classified positions are concentrated within the Triton College District. Local newspapers are utilized as well as the services of such agencies as the Illinois State Employment Office and Operation Uplift.

SUGGESTED ACTIONS: PRIORITY **

The College should invest more time in active "recruitment" instead of merely informing through advertisement by (1) becoming familiar with segments of the target community such as churches, organizations, secondary schools, and community leaders; (2) corresponding with Alumni organizations of schools whose membership consists of some people from the target community; and (3) becoming acquainted with a person in the placement office of colleges composed of people from the target community in order to make written correspondence more effective. In terms of advertising, magazines or newsletters frequently read by the target community should be utilized as well as local radio stations.

Greater efforts should be made to notify employees of job openings by sending notices through the college mail of any openings on all levels. In addition, a notice of all openings should be included in the College Bulletin.

Appropriate organizations and agencies should systematically receive announcements of all position vacancies at the institution. Analysis of results obtained through contact with these organizations will be conducted to evaluate the effectiveness. A list of contact agencies will continually be updated to insure that new agencies are utilized as they become available.

KEY QUESTION: Is emphasis being placed in all recruitment contacts that nondiscrimination is a basic element of the College's personnel administration program that is conducted in accordance with merit principles?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	__X__	_____	_____

All recruitment efforts, though somewhat limited, place emphasis on the College being an equal opportunity employer. All job vacancy announcements inform readers of employment opportunities. College application forms contain a written EEO policy statement.

SUGGESTED ACTIONS: PRIORITY ***

EEO posters should be displayed in the Personnel Department area as well as throughout the campus. All bulletin boards where employment opportunities are posted should also display this emphasis. Official College stationery should state that Triton College is an EEO and Affirmative Action employer.

KEY QUESTION: Have communications with leaders from minority groups and women's groups been initiated, and are they being maintained to develop mutual understanding needs?

CONCLUSION:

Exceptional Progress		Adequate Progress		Limited Progress	X	No Progress	

The Affirmative Action Officer serves as a member of the Illinois Commission on the Status of Women. In this capacity, she is a liason with a network of women's organizations in this state. In addition, as a former Board Member of the National Association of Commissions on the Status of Women, she has established communications with Commissions in other states.

There exists limited communication with leaders from minority and handicap groups.

SUGGESTED ACTIONS: PRIORITY ***

Affirmative Action Office should develop a resource list to be utilized by the Personnel Department in its recruitment efforts. In order to develop a mutual understanding of needs, the Personnel Department should become more directly involved with establishing communication with these groups. Continuous meetings, such as a luncheon with the President, Vice President of Personnel, Affirmative Action Committee, and representatives of protected class organizations should be initiated.

Affirmative Action Committee members and/or personnel representatives should be available to speak before groups and to provide information on employment opportunities. EEO and Affirmative Action should be included on the listing for the College's speaker's bureau.

KEY QUESTION: Are the facilities and resources of organizations serving minority groups, women, the handicapped, and older workers being utilized?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	_____	X	_____

Classified/ Hourly: In certain instances, the services of the Illinois State Employment Service, Operation Uplift, and SER (Services, Employment, and Redevelopment) have been used in filling classified hourly positions. This activity, however, is not done for all classified hourly positions.

Faculty/ Administration: The Personnel Department should be complemented for establishing relationships with colleges listed on the United Negro College Roster for faculty and administrative positions. Minority colleges that have a Department of Education receive notices of employment opportunities. When a Department of Education does not exist, the President of the college receives the employment notice.

SUGGESTED ACTIONS: **PRIORITY ****

The efforts of the Personnel Department should be expanded to include Classified positions. The facilities and resources of organizations serving minority groups, women, the handicapped, and older workers in Triton's district should be utilized for Classified positions, e.g., National Association for the Advancement of Colored People, Business and Professional Women Clubs, American G.I. Forum Chapters, Urban League, League of United Latin American Citizens, National Organization for Women, People to People Committee on the Handicapped, National Rehabilitation Association, Operation Uplift, SER, etc. In addition, relationships should be established and maintained with schools (secondary, college, business or specialized) which have large numbers of minority, women, or handicapped students.

Aside from establishing contact with minority groups, thereby providing a basis for a mailing list, ads should be placed in college placement bulletins. Referrals should also be requested from government agencies and programs such as State Employment Service Offices, Public Welfare departments, Public Health facilities, Vocational Rehabilitation agencies, Military separation centers, etc.

KEY QUESTION: Is information on the appointment process readily available to all applicants?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
X	_____	_____	_____

Information concerning the appointment process is available upon request. Applicants are provided information regarding the reason/reasons for not being employed, and suggestions are made as to actions to improve an applicant's chance for employment.

SUGGESTED ACTIONS: **PRIORITY** --

KEY QUESTION: Has the employer directed recruiting to protected classes by utilizing appropriate intern, trainee, summer, part-time and cooperative education positions to keep protected class members in school with the long-range goal for preparing them for career positions?

CONCLUSION:

Exceptional Progress		Adequate Progress		Limited Progress	X	No Progress	

Some utilization is made of existing training programs within the institution. For example, the College has recruited and hired persons involved in CETA training programs and has offered various training programs for people over the age of sixty. A proposal has been submitted to CETA to provide comprehensive employment counseling for those employed at the College under the CETA program. The major purpose of the proposal is to upgrade CETA employees primarily in the area of job and employment skills. The College has had two major CETA grants to employ and train "mature" individuals. Approximately 30 people have been employed in the mature program. Additionally, over 50 individuals have been employed in various capacities in other CETA training programs. Many CETA employees are from protected classes; percentages of protected classes employed in CETA programs are:

Title I	100%
Title II	10%
Title VI	85%
Mature	87%
All CETA	73%

SUGGESTED ACTIONS: PRIORITY *

Members of the target community enrolled in various programs (e.g., Bilingual job skills training programs) should be identified, and prospective applicants should be noted in records filed in the Personnel Department to be kept for a period not exceeding two years. The Personnel Officers should consult with the College Placement Service to obtain information about recent graduates from the target community.

All departments should be encouraged to become actively involved with referring members of protected classes, and continuous efforts should be made so that activities are not limited to certain departments or positions.

KEY QUESTION: Do photos and illustrations depict more than one protected class in all level of jobs? Are publications reviewed to ensure that photographs do not imply inequality between men and women?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	_____	X	_____

Most photos and illustrations depict largely the concentration of those employed in a particular job.

SUGGESTED ACTIONS: PRIORITY **

A greater effort should be made to depict more protected classes in nonstereotyped ways in photos and illustrations.

KEY QUESTION: Are publications reviewed to ensure that language does not imply inequality between men and women?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
X	_____	_____	_____

An Institutional Self-Evaluation was conducted to comply with Title IX of the Higher Education Admendments. At that time all publications were reviewed and inequalities removed.

SUGGESTED ACTIONS: PRIORITY --

KEY QUESTION: Are the procedures for all job related tests administered uniformly?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	X	_____	_____

A room has been designated as a testing center. Testing by the Personnel Office is limited to clerical skills in shorthand and typing. The only exception is the series of tests which is given to establish an eligibility list for Police and Security Department employees. Concerning the clerical tests, one individual from the Personnel Office is assigned the task of administering the tests to assure uniformity. The tests have been received from the Secretarial Science Department at the College and are standard accepted instruments for assessing shorthand and typing skills. When an individual is being tested, a sign is placed on the door indicating that testing is being conducted. The testing center, however, also serves as a central file room and occasionally it is necessary to interrupt an individual being tested to access the files. This, however, does not occur frequently.

Prior to testing, all candidates are given an opportunity to practice using sample materials. Moreover, if a candidate does not achieve his or her anticipated level in the testing on a particular date, they are given an opportunity to be retested.

SUGGESTED ACTIONS: **PRIORITY ****

The person who administers tests should use a timer, and dictation tapes should be utilized. If space becomes available, priority should be given to providing a more appropriate area for testing. If a candidate is interrupted during a test, he/she should be informed of his/her right to take the test over again if this is desired.

KEY QUESTION: Are informational materials and sample test questions provided to candidates to allow practice for the examination?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	_____	__X__	_____

For those areas requiring clerical testing, the applicant is allowed time to adjust to typing material and machines. Practice material is provided, and the applicant is given whatever time that is necessary to become acclimated to the typewriter and material. Opportunities for retesting, as detailed previously, are provided.

SUGGESTED ACTIONS: PRIORITY **

Written guidelines on testing and retesting procedures should be developed for distribution to each applicant.

KEY QUESTION: Are all current testing procedures validated on a periodic basis and updated as necessary to assure their relevance to the classes for which used?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	X	_____	_____

Testing devices for clerical positions have been validated by the Secretarial Science Department. The application form for police candidates was reviewed by the Affirmative Action Officer prior to the last series of police tests which were given to assure appropriateness and job relatedness. No other testing is done by the Personnel Office.

SUGGESTED ACTIONS: **PRIORITY** **

Personnel should continue to document and revalidate its testing procedures and make the information available to the Affirmative Action Office.

KEY QUESTION: Are applicants fully informed about the nature of the selection process?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	__X__	_____	_____

The selection process for all full-time employees is detailed in the appropriate manuals. The classified handbook, the faculty handbook, and the administrative manual all contain detailed procedures for employment of new personnel. While not all candidates receive these manuals prior to employment, the Personnel Office will explain the selection procedure to them. For administrative positions in which a national search is conducted, a detailed brochure is printed which outlines the necessary qualifications for the position, the terms and conditions of employment, as well as the selection process. Requirements for the position and necessary qualification are outlined, but the Personnel Office always leaves the decision as to whether or not they should apply solely up to the individual who is considering the position. Procedures for handling internal candidates for positions are covered in the appropriate manuals.

SUGGESTED ACTIONS: PRIORITY --

KEY QUESTION: Has the flow of minority group members and women through the application and selection process been analyzed so as to identify actual and potential sources of discrimination?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
X	_____	_____	_____

The Affirmative Action Office conducts a job flow analysis for all positions. There is constant analysis of the flow of minority group members and women who apply for jobs at the institution.

SUGGESTED ACTIONS: PRIORITY --

KEY QUESTION: Are there appropriate members of the protected classes included on oral examination boards and rating panels?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	X	_____	_____

For administrative positions in which an external search has been conducted, screening committees have been utilized. Careful consideration has been given to insure that there are appropriate members of protected classes participating on all oral screening committees. The President of the College, upon the advice of leadership in the Faculty Association, Classified Association, and the administrative group, appoints the screening committees. A review of the committees appointed during the past two years illustrates that protected classes have been represented.

SUGGESTED ACTIONS: PRIORITY --

KEY QUESTION: Is there an effort to avoid questions in the interview which are not job related?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
X			

Interview questions seem to be consistent in terms of:

1. the description of qualifications for available positions
2. all applicants having to respond to the same inquiries
3. federal and state guidelines

Administrators and supervisors have received training on how to conduct an interview according to EEO guidelines.

Individuals serving on the screening committees are advised through memoranda of the need for consistency in the process. Additionally, the Vice President-Personnel and the Affirmative Action Officer spend 15-20 minutes prior to each screening process explaining affirmative action and equal employment opportunity concerns with the committee and only job related questions are allowed. Each committee member uses a rating sheet. All candidates are evaluated on the basis of this rating sheet. The rating sheet is directly related to the specific questions which are asked. The Affirmative Action Officer is a member of all screening committees.

SUGGESTED ACTIONS: PRIORITY ***

Prior to the initial screening session, the Affirmative Action Officer should provide the screening committee with a list of the regulations governing questions asked during an interview.

KEY QUESTION: Are suitability requirements applied with judgement and consideration as to the pertinence of the requirements to the job in order to prevent precluding employment of acceptable applicants?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	__X__	_____	_____

Consideration is given to any applicant who meets the majority of qualifications for the job. During the selection process, all factors are examined and a decision is made relative to requirements. When a position becomes available, the requirements are reviewed in terms of basic qualifications necessary for the position.

All administrative job descriptions were rewritten 1½ years ago and were updated six months ago where necessary. The administrative manual calls for administrative job descriptions to be reviewed on an annual basis. When the administrative job descriptions were rewritten, careful consideration was given to the elimination of unnecessary qualifications and thus, the creation of artificial barriers. Qualifications for all positions are minimal in terms of either educational attainment or experience.

A review of hiring practices will illustrate that where an individual has less than the required qualifications but for other reasons appears to have potential for success in the position, this individual has been appointed to the position. Recent examples include an administrative appointment in Continuing Education which required a master's degree and the individual appointed does not have a master's degree (protected class); an administrator appointed to a position in Student Personnel does not have the required experience (internal promotion of a protected class); an individual appointed to a managerial position in the Learning Resource Center in which the position requires a bachelor's degree and the individual does not have a bachelor's degree.

SUGGESTED ACTIONS: PRIORITY --

KEY QUESTION: Is there a selection system which requires that considerations of relative abilities and qualifications be subordinated to those of race, color, religion, sex, handicap or national origin in order to achieve a numerical employment ratio that has the attributes of a quota system?

CONCLUSION:

Exceptional Progress		Adequate Progress	X	Limited Progress		No Progress	

There is no such process of hiring that involves a "quota" system of any nature.

SUGGESTED ACTIONS: PRIORITY --

KEY QUESTION: Is there cooperation between the various departments and central personnel by collecting and furnishing data necessary to properly validate all selection devices (including written tests, oral exams, rating of training and experience, etc.) to ensure that they are closely job related?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	X	_____	_____

Interview forms for classified positions are used by departments to furnish data necessary for validation of all selection devices. However, the present forms do not determine whether selection devices are closely job related. When jobs are newly created, the departments are cooperative in furnishing data necessary to validate selection devices. However, beyond this point, there is limited cooperation.

All psychological and community college tests have been discontinued for faculty and administrative positions.

SUGGESTED ACTIONS: **PRIORITY --**

A revised classified interview record sheet needs to be developed.

The tests and interview procedures for employment in the Police Department should be reviewed by the Affirmative Action Officer.

KEY QUESTION: Do supervisors who conduct employment interviews receive training to better equip themselves to objectively assess the abilities of applicants?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
____	X	____	____

Administrative and Faculty: The Vice President of Personnel attends 1-3 seminars annually, keeping him up to date on hiring policies and practices as well as providing more understanding of the sensitivity needed for dealing with protected class groups.

Classified: Workshops and seminars are attended by Personnel Officers who hire the Classified Staff. Specifically, 1-2 workshops attended each year.

SUGGESTED ACTIONS: PRIORITY --

It is suggested that the Personnel Department conduct a series of seminars for supervisors, departmental chairpersons and coordinators, and administrators in interviewing techniques.

KEY QUESTION: Does the College maintain a record of reasons why job applicants were rejected?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	X	_____	_____

The Vice President of Personnel keeps on file reasons why applicants were rejected.

SUGGESTED ACTIONS: **PRIORITY** --

KEY QUESTION: Are experience requirements and restrictions on age, sex or physical characteristics deleted unless they are proved to have a direct relationship to the job?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
X	_____	_____	_____

The only restrictions noted are for employees of the Police Department. Among these restrictions are: height/weight ratio, agility test; and age limitation (not over 35). These restrictions meet State Statutory requirements.

All final classified applicants must take a physical exam before employment. The examining doctor is provided with a job description and assists in determining an employee's fitness to perform.

Occasionally, other potential employees (faculty) may be requested to take a physical.

SUGGESTED ACTIONS: PRIORITY --

KEY QUESTION: Are all entrance requirements job related?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	X	_____	_____

There is a formal system for reviewing Classified, Faculty, and Administrative job descriptions.

An analysis of a sample taken from Classified, Faculty, and Administrative job descriptions indicates that specifications accurately describe the work of positions allocated to the class.

SUGGESTED ACTIONS: **PRIORITY ****

A complete analysis of all job descriptions should be conducted by each supervisor for each positon in his/her area of responsibility. This activity should be reviewed when the supervisor undergoes his/her annual evaluation.

When "equivalent" qualifications are accepted as hiring criteria, the supervisor should list what qualifications were accepted as "equivalent."

KEY QUESTION: Is an inventory of the current skills and abilities of employees maintained to aid in the identification of persons to be trained and promoted?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	X_1	X	_____

Faculty files are updated constantly and include activities of a formal nature such as classes, conferences, seminars, etc., as well as professional development activities and others which qualify as "Professional Growth Units" as defined by the faculty negotiated agreement. The administrative staff routinely provides information to the Personnel Office to update their files.

In the past, questionnaires have been sent out to classified members for the purpose of updating their files. The part-time staff are requested, on an annual basis, to update their skills.

X_1 There has been adequate progress in the faculty and administrative personnel areas, but limited progress has been made in the classified personnel area.

SUGGESTED ACTIONS: **PRIORITY** *

A formal system should be developed with a provision for periodic updating, to maintain a current record of skills and abilities of personnel at all levels which would assist in identifying potential for training and/or promotion. In addition, there is a need to develop a list of desirable training programs. An inventory of employee aspirations should be conducted. The Personnel Department should maintain and document training opportunities and activities.

KEY QUESTION: Are promotion requirements such as supervisory evaluations, oral examinations, written tests, qualification requirements, and seniority evaluated for any discriminatory patterns? For example, undue emphasis on seniority (a nonmerit factor) may perpetuate past discrimination.

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	X	_____	_____

A significant number of internal promotions have occurred at the College. An analysis of these promotions shows that in all instances the promotion was based on job related factors and not based on seniority. Within the past six months, the Personnel Department overruled a hiring recommendation by a departmental supervisor when it was judged that this recommendation may have been based on a discriminatory element.

The percentages of protected class individuals promoted for the past 1½ years in faculty/administration and classified are listed below.

PROMOTIONS	1976-1977 #	1976-1977 %	1977 to present #	1977 to present %
Faculty/Administration				
Protected Classes	10	58%	12	63%
Non-protected Classes	7	42%	7	37%
Classified				
Protected Classes	18	75%	7	39%
Non-protected Classes	6	25%	11	61%

SUGGESTED ACTIONS: **PRIORITY --**

KEY QUESTION: Are career ladders developed to permit movement of capable lower-level employees to higher classes solely through demonstrated merit and fitness by eliminating barriers in the form of non-job-related qualification requirements for the higher level classes which cannot be obtained on-the-job in the lower levels?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	X	_____	_____

Career ladders exist throughout the institution. Some typical progressions are: (1) LRC Clerk; library Assistant; Senior Library Assistant; Faculty Librarians; Coordinator of Library Services. (2) Admissions Clerk; Senior Admissions Clerk; Supervisor of Student Records; Assistant Director of Admissions; Director of Admissions. (3) Faculty member; Department Chairperson; Assistant Dean; Dean. (For persons wishing to make the transition from faculty to administration, this career ladder exists.)

In certain instances, formal instruction in addition to experience is needed to qualify for the higher positions. The College, however, supports formal instruction through tuition waiver, tuition reimbursement, etc.

SUGGESTED ACTIONS: **PRIORITY** *

KEY QUESTION: Is career counseling provided to all present employees to point out promotional opportunities, identification of training needs, and to reduce reluctance to apply for better jobs?

CONCLUSION:

Exceptional Progress		Adequate Progress		Limited Progress	X	No Progress	

Career counseling occurs informally throughout the institution. Specifically, the Personnel Officer and Director of Personnel, Adjunct Faculty do a significant amount with their respective employees. All administrators do an extensive amount of counseling on an informal basis.

In a formal way, career counseling occurs annually through employee evaluations. The Adult Re-entry Program offers testing and career counseling to all employees and a number have utilized the services of the Adult Re-entry program. The College also supports employee participation in conferences and seminars relative to career counseling, both on and off campus.

SUGGESTED ACTIONS: **PRIORITY** **

Part of the evaluation process should determine the ability or potential for promotions of the employees of the College, and the institution should provide opportunities for advancement by informing employees of positions available and encouraging them to apply.

KEY QUESTION: Are capable lower level employees assisted in planning for career development by counseling toward and training necessary to qualify for promotions?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	_____	X	_____

The extent of employee career counseling is detailed in response to a previous question. It should be noted that the institution provides training for all its full-time employees on a nondiscriminatory basis to assist in qualifying for promotional opportunities. The Administrative Policy Manual stipulates that 1% of the administrative salary budget be allocated for staff development activities for the administrative staff. In addition, a tuition loan program is available for all administrators as they pursue advanced college work. Administrators have an opportunity to have the loan forgiven after three years of work with the District.

Classified staff members have the opportunity for tuition waiver as well as tuition reimbursement; faculty members have a similar situation.

A "cross-training" program is in effect in the Building and Grounds area.

SUGGESTED ACTIONS: **PRIORITY** **

Training and promotional opportunities should be discussed during annual evaluations. The Personnel Department should, when possible, expand the Building and Grounds approach to other areas.

KEY QUESTION: Are promotion patterns evaluated in order to broaden areas of consideration and bases for selection?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	X	_____	_____

A review has been made of promotional patterns for the past 1½ years and has been reported to the Affirmative Action Officer.

SUGGESTED ACTIONS: **PRIORITY** **

A yearly analysis should be made by the Affirmative Action Officer of promotional patterns to assure nondiscriminatory practices.

KEY QUESTION: Do all jobs, within a series or a family of classes insofar as possible, have clearly understood promotional lines? Are deadend positions avoided where possible?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	_____	X	_____

Administrative: Although many administrative positions are of a specialty nature, potential for promotion exists. Numerous examples exist of individuals promoted to or qualifying for administrative positions. There appears to be no evidence of "deadend" positions, although promotional lines may not be clear due to the diversity of positions.

Faculty: Faculty rank does not exist; therefore, all faculty positions are equal.

Classified: Jobs are "graded." Openings are posted internally for one week before advertised. Numerous examples of internal promotions within "series" or "family of classes" have occurred.

There are very few deadend positions at the institution. An extensive amount of promotion has occurred at the College which clearly illustrates this fact. For example, over 1/3 of the currently employed classified staff members have been promoted at least one time. Approximately 1/2 of the administrative staff has also been promoted.

Entrance into many faculty, classified, and some administrative positions can be gained without experience. Clear promotional opportunities within types of jobs exist after experience at Triton has been gained.

SUGGESTED ACTIONS: **PRIORITY ****

A discussion of promotional possibilities should be added to the employment process. A review of the procedure established in the Classified Handbook (B. 5) should be made to determine whether it is followed.

KEY QUESTION: Are inservice programs designed to develop skills needed to improve current performance, to qualify for higher level positions, or to fill positions which manpower planning projections have identified as likely to be available in the future provided to all employees on a nondiscriminatory basis?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	__X__	_____	_____

Administrative and Faculty: A tuition reimbursement program is in effect. Special developmental programs have been initiated at no cost to individuals.

Classified: Classified employees can enroll in Triton Courses at the rate of $3 per credit hour. In some instances, special outside training has been underwritten, e.g., FM station supervisor--FCC license school; typewriter repairperson--special training school; locksmith--police personnel.

In classified and faculty negotiations, salary incentives are included.

Triton College has an extensive staff development program for all employees. Specifics have been listed in response to previous questions. It should be noted that for classified and faculty employees, salary increases are gained directly as a result of additional training which individuals undertake.

SUGGESTED ACTIONS: **PRIORITY ***

Additional attention should be given to staff developmental activities at all levels.

KEY QUESTION: Are there unnecessarily narrow experience requirements which reduce competition for promotions and transfers between program units?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	__X__	_____	_____

Analysis of experience requirements for Classified, Faculty, and Administrators would tend to indicate that the requirements are not necessarily narrow.

Some positions (i.e., Learning Resource Center Clerk) require no experience. Others (i.e., Vice President for Academic Affairs) require extensive experience. The scope of position and level of personnel supervised would tend to support current practice.

SUGGESTED ACTIONS: **PRIORITY** ***

A continual review should be made of all open positions to assure that no unnecessarily narrow experience requirements exist which reduce competion for promotions and transfers.

There is a need to define "experience or equivalent."

KEY QUESTION: Is training coordinated with other public and private programs to eliminate duplication, maximize use of existing resources, and permit initiation of needed but previously unavailable training programs?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	X	_____	_____

Triton utilizes outside training opportunities where available (i.e., Illinois Bell, Xerox, typewriter repair, locksmith, policy training).

SUGGESTED ACTIONS: **PRIORITY****

A list should be developed of all outside training resources presently utilized. As training needs are determined, potential outside resources should be reviewed and added to the list. The needs of protected class employees should be considered when training opportunities are provided.

KEY QUESTION: Is a strong training program in operation for administrators and supervisors to sensitize them to EEO and to give them sufficient information on EEO? Is the EEO policy strongly stressed at orientation for new employees?

CONCLUSION:

Exceptional Progress _____	Adequate Progress __X__	Limited Progress _____	No Progress _____

Limited exposure to the Affirmative Action Plan, overall EEO program and administration of policies and procedures has occurred. A four-hour in-service workshop on EEO was conducted by the Affirmative Action Officer for administrators and supervisors.

SUGGESTED ACTIONS: **PRIORITY*****

Provisions should be made for administrators, faculty and classified staff to: (1) Receive orientation on the Affirmative Action Plan, overall EEO program and the administration of the policies and procedures incorporated therein; (2) Examine and react to policies, practices, and behaviors that enhance or inhibit equal employment opportunity; (3) Receive in-service training in such subjects as human relations, knowledge of different cultures, the potential contributions to the organization by older workers and the handicapped, and understanding potential work situation conflicts that may be caused by ethnic, cultural, or socioeconomic differences in the composition of a workforce.

The Personnel Department should inform all new employees of the College's EEO policy and give them a copy of the policy statement.

KEY QUESTION: Is the basis of selection for training or educational leave established in a written policy? Are procedures established to ensure that it is applied objectively and nondiscriminately?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	X	_____	_____

Opportunities for training or educational leave are available to all Triton College employees on a nondiscriminatory basis. The faculty, with Board approval, may take a personnal leave for whatever purpose an individual might desire. Sabbatical leave and sabbatical stipends are available to faculty members. The amount of the stipend is based on years of service. A sabbatical leave committee has been established. This committee evaluates all sabbatical leave requests and recommends to the President.

Leaves for classified staff members for educational purposes have been granted in the past.

SUGGESTED ACTIONS: **PRIORITY ****

A written procedure should be developed establishing a basis for selection of training or educational leave. The selection process for sabbatical leaves should be reviewed.

KEY QUESTION: Are supervisors' signatures included in the affirmative action plan records, acknowledging their understanding of the policy?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	_____	__X__	_____

The Affirmative Action Committee, with the support of the College, is in the process of developing an Affirmative Action Plan for the institution.

SUGGESTED ACTIONS: **PRIORITY*****

The Affirmative Action Plan must be developed, approved, and implemented. Supervisors' signatures should be included to indicate their understanding of the stated policy.

KEY QUESTION: Are employees given opportunities to discuss individual problems informally and to obtain advice and counseling with confidentiality? Is the Affirmative Action Officer easily accessible to employees for informal counseling and conciliation discussion?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
X			

In assessing the activities of the Affirmative Action Officer, it is apparent that the officer is available for confidential and informal discussion. The Vice President-Personnel, Director of Personnel-Adjunct Faculty, and the Personnel Officer are also available for confidential and informal discussion with employees. The Personnel Officer, because of her many years of service at the College as well as her former leadership position in the Classified Association, has been especially effective in this area.

SUGGESTED ACTIONS: **PRIORITY *****

Because this issue is critical to the success of Affirmative Action, this question should be addressed annually by the Affirmative Action Committee.

If appropriate, an item of this nature might be included in the Officer's Administrative Appraisal Plan.

KEY QUESTION: Has an analysis been made of the reasons given by supervisors and employees for transfers (voluntary and involuntary) to help assure that no discriminatory situations exist?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	_____	__X__	_____

Administrative: When administrators have voluntarily "transferred" or returned to the faculty, it appears that transfers have taken place without discrimination. However, no formal, specific inquiry concerning possible discrimination is presently made by the Vice President of Personnel.

Faculty: Faculty members have transferred to administrative positions without apparent discrimination. Some have returned to the faculty ranks after having served as administrators for several years. These transfers were mutually agreed upon: however, no formal way of ascertaining possible discrimination in individual cases exists.

Classified: At present, no formal specific analysis is made either by the supervisor or by the Personnel Officer concerning the possibility of discrimination in transfer cases for classified employees.

While no formal investigation relative to discrimination in transfers is conducted by the Personnel Department, informal analysis of transfer does occur.

SUGGESTED ACTIONS: **PRIORITY** ***

When a transfer occurs, an analysis should be performed by the Vice President of Personnel or the Personnel Office in consultation with the supervisor and the employee. A resulting statement should be included in the employee's personal record.

Item "D.2.c." of the Classified Handbook, which pertains to transfers, should be reviewed by the Affirmative Action Officer for possible discriminatory phrases.

KEY QUESTION: Does a system exist to ensure that assignments of work place and resulting working conditions are made on a nondiscriminatory basis?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	X	_____	_____

Administrative: The College makes maximum effort to ensure adequate working conditions. Additionally, the Board has planned for future buildings to be added to the campus to alleviate overcrowded classrooms, labs, and offices.

Faculty: The College extends maximum effort to ensure proper work place and resulting conditions for its faculty. While some faculty may have experienced inconveniences at times, problems have been rectified. Overcrowding in classrooms or other space has been noted.

Classified: In accordance with the classified agreement, specific attention is paid to working conditions.

SUGGESTED ACTIONS: PRIORITY**

The established procedure for classified employees should be revised to include nondiscriminatory provisions.

KEY QUESTION: Are all policies and practices relating to employee benefits (including leave policies, retirement plans, insurance programs, etc.) reviewed to assure that they are available on a nondiscriminating basis?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	_____	X	_____

Personnel states that policies and practices are reviewed regularly by that office. In addition, policies are reviewed by the College attorney for possible discrimination.

Presently, the student insurance policy is being reviewed to ensure its availability to older students.

The Faculty Negotiated Agreement and the Administrative Policy Manual contain nondiscriminatory clauses concerning parental leave. The Classified Handbook covers only maternity leave.

SUGGESTED ACTIONS: **PRIORITY *****

The maternity leave clause in the Classified Handbook should be revised during the negotiations to read "parental leave".

KEY QUESTION: Is the performance rating system reviewed to determine it objectivity and effectiveness?

CONCLUSION:

Exceptional Progress		Adequate Progress	X	Limited Progress		No Progress	

This system is reviewed annually by the Personnel Department for classified, faculty, and administrators. The performance rating system is reviewed for objectivity and effectiveness. All performance rating systems have been reviewed and contain only job related items.

SUGGESTED ACTIONS: PRIORITY ***

The performance rating system should be reviewed annually by the Personnel Officer and the Affirmative Action Officer.

KEY QUESTION: **Is there an established program to conduct exit interviews with terminating employees, or to obtain post-termination questionnaires to ascertain whether discrimination was a factor in their termination?**

CONCULSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	_____	__X__	_____

Administrative/Faculty: A formal system of exit interviews does not exist for administrators or faculty. Informal interviews are rarely conducted.

Classified: An exit interview and questionnaire are administered in most cases for classified employees. Personnel notes that effort is made during the interview to determine level of satisfaction with the position and with co-workers.

SUGGESTED ACTIONS: PRIORITY ***

The Personnel Department should develop a formal exit interview procedure specifically for administrative, faculty, and classified personnel. A part of the interview should determine whether or not alleged discrimination was a factor in termination. The Affirmative Action Officer should receive copies in instances where discrimination is alleged.

KEY QUESTION: Is a factor for rating success in attaining Affirmative Action plan objectives included in the performance evaluations of all supervisors and managers?

CONCLUSION:

Exceptional Progress		Adequate Progress		Limited Progress	X	No Progress	

Administrative: This question is addressed annually through the administrative evaluation form.

Faculty: A workable faculty evaluation instrument is currently in the development stage.

Classified: The existing performance evaluation for Classified employees does not include an item which would evaluate success in attaining affirmative action plan objectives.

SUGGESTED ACTIONS: PRIORITY ***

The question of the implementation of suggest actions contained in the Affirmative Action Plan should be included in an annual evaluation of Classified, Faculty, and Administrators.

KEY QUESTION: Is a clear grievance procedure established for complaints on alleged discrimination?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
X			

A grievance procedure does exist for three groups: Administrators, Faculty, and Classified. When an employee alleges discrimination, the Personnel Office sends a report to the Affirmative Action Officer. The Affirmative Action Officer investigates the matter and prepares a written report for the President on the issue.

SUGGESTED ACTIONS: **PRIORITY --**

KEY QUESTION: Is there an established system for recall of employees who have been placed on lay-off?

CONCLUSION:

Exceptional Progress	Adequate Progress	Limited Progress	No Progress
_____	X	_____	_____

Administrative: No recall procedure for administrators on lay-off has been implemented.

Faculty: No Triton faculty member has been laid off to date, so a recall system has not been needed thus far.

Classified: A letter announcing classified vacancies at Triton College has been sent to all employees currently on lay-off. The Personnel Office has attempted to place laid-off classified employees whenever possible. Two individual who were laid-off were re-employed in different positions and many others were considered for other positions, but did not qualify for the available positions.

SUGGESTED ACTIONS: **PRIORITY***

Recall procedures for classified personnel should be reviewed annually by the Affirmative Action Officer.

IV. WORK FORCE ANALYSIS

Collection Procedures for Availability Data

The data on labor market availability used in the work force analysis for Triton's Affirmative Action Plan come from two sources: (1) The United States Census of the Population 1970: Detailed Characteristics, PC(1)-D for the Chicago Standard Metropolitan Statistical Area (SMSA) which includes the following counties: Lake, DuPage, Kane, Cook, McHenry and Will, and (2) Availability Data in Academic Professions and Related Occupations(ADAP), a reference source compiled and distributed by the Affirmative Action Office, University of Colorado, Boulder, Colorado.

In general, labor market availability data for faculty positions are taken from Availability Data for Academic Professions (ADAP), and the labor market is considered to be national in scope. The same is true for availability data on administrators. For faculty positions in technical areas where the first criterion for hiring is "journeyman" status in a specific skilled trade, census data for the Chicago SMSA are used.

Labor market availability data for classified employees are also taken from the 1970 Census, Chicago SMSA. While Triton has a policy of hiring Classified Personnel from within its district, it advertizes these positions in the major Chicago papers which reach the entire SMSA. Furthermore, detailed census data by job classifications at the census tract level are not readily available for Triton's district. Due to this situation, data must be taken from the next larger labor market where detailed data is available. For Triton College, that market is the Chicago SMSA. (See Figure 1.)

The procedures used for computing percentages of women and minorities available in a given labor market are those set forth in the Manual for

Determining the Labor Market Availability of Women and Minorities published by the United States Department of Health, Education and Welfare, Office for Civil Rights. (See Figure 1 for the flow chart outlining these procedures.) Minority women have been counted twice, i.e., as minorities and as women. Minority females are identified with an asterisk (*) on the Utilization Analysis form under the "Total" for "Minorities." One asterisk is used to indicate each minority woman.

While the sources of data used on the work force analysis are somewhat dated, they represent the best data currently available. The Affirmative Action Office has made every effort to secure the most accurate data possible. The specific procedures and forms used in determining availability figures for all personnel areas are available for review in the Affirmative Action Office.

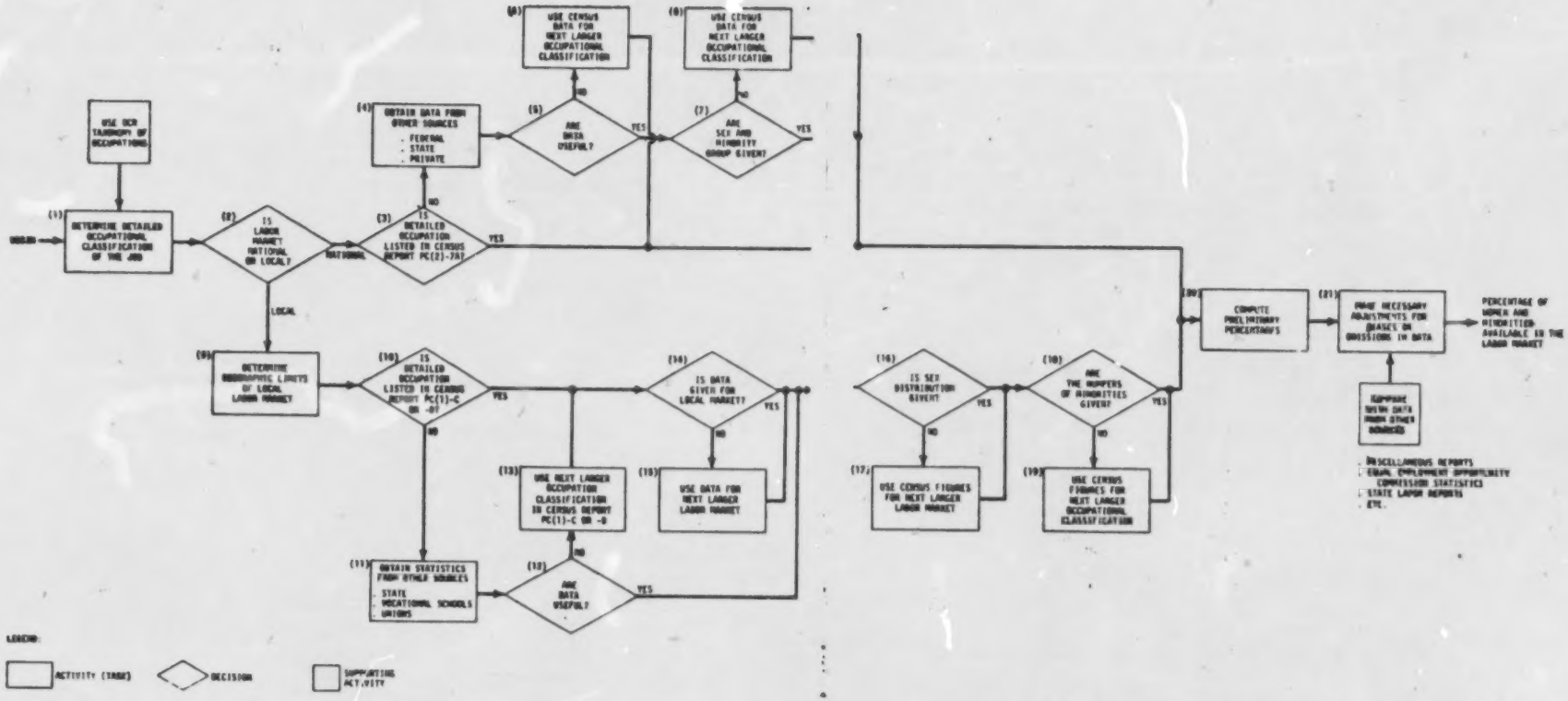
USE DCR TAXONOMY OF OCCUPATIONS
(1) DETERMINE DETAILED OCCUPATIONAL CLASSIFICATION OF THE JOB
(2) IS LABOR MARKET NATIONAL OR LOCAL?
NATIONAL
LOCAL
(3) IS DETAILED OCCUPATION LISTED IN CENSUS REPORT PC(2)-7A?
YES
NO
(4) OBTAIN DATA FROM OTHER SOURCES
- FEDERAL
- STATE
- PRIVATE
(5) ARE DATA USEFUL?
YES
NO
(6) USE CENSUS DATA FOR NEXT LARGER OCCUPATIONAL CLASSIFICATION
(7) ARE SEX AND MINORITY GROUP GIVEN?
YES
NO
(8) USE CENSUS DATA FOR NEXT LARGER OCCUPATIONAL CLASSIFICATION
(9) DETERMINE GEOGRAPHIC LIMITS OF LOCAL LABOR MARKET
(10) IS DETAILED OCCUPATION LISTED IN CENSUS REPORT PC(1)-C OR -D?
YES
NO
(11) OBTAIN STATISTICS FROM OTHER SOURCES
- STATE VOCATIONAL SCHOOLS
- UNIONS
(12) ARE DATA USEFUL?
YES
NO
(13) USE NEXT LARGER OCCUPATION CLASSIFICATION IN CENSUS REPORT PC(1)-C OR -D
(14) IS DATA GIVEN FOR LOCAL MARKET?
YES
NO
(15) USE DATA FOR NEXT LARGER LABOR MARKET
(16) IS SEX DISTRIBUTION GIVEN?
YES
NO
(17) USE CENSUS FIGURES FOR NEXT LARGER LABOR MARKET
(18) ARE THE NUMBERS OF MINORITIES GIVEN?
YES
NO
(19) USE CENSUS FIGURES FOR NEXT LARGER OCCUPATIONAL CLASSIFICATION
(20) COMPUTE PRELIMINARY PERCENTAGES
(21) MAKE NECESSARY ADJUSTMENTS FOR BIASES OR OMISSIONS IN DATA
PERCENTAGE OF WOMEN AND MINORITIES AVAILABLE IN THE LABOR MARKET
SUPPLEMENT WITH DATA FROM OTHER SOURCES
- MISCELLANEOUS REPORTS
- EQUAL EMPLOYMENT OPPORTUNITY COMMISSION STATISTICS
- STATE LABOR REPORTS
- ETC.
LEGEND:
ACTIVITY (TASK)
DECISION
SUPPORTING ACTIVITY

FIGURE 3: PROCEDURE FOR DETERMINING THE PERCENTAGE OF WOMEN AND MINORITIES IN THE LABOR MARKET FOR A GIVEN OCCUPATION

FIGURE 1

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						6	10		
MALE - %	T	77.0	76.7	-.3	-.09				
	1	72.5	73.3	+.8	+.24				
	2	3.3	3.3	0	0				
	3	.6	0	-.6	-.18				
	4	.4	0	-.4	-.12				
	5	.2	0	-.2	-.06				
FEMALES - %	T	23.0	23.3	+.3	+.09			2	4
	1	21.4	20.0	-1.4	-.42				
	2	1.3	0	-1.3	-.39				
	3	0	0	0	0				
	4	.2	3.3	+3.1	+.93				
	5	.1	0	-.1	-.03				
MINORITIES - %	T	6.1	6.7	+.6	+.18			1	2
	2	4.6	3.3	-1.3	-.39				
	3	.6	0	-.6	-.18				
	4	.6	3.3	+2.7	+.81				
	5	.3	0	-.3	-.09				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin) 2 - Black (not of Hispanic origin) 3 - Hispanic 4 - Asian or Pacific Islander 5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School:
Dept: Administrators

Utilization by Rank

ALL EMPLOYEES

	Male	Female	Minorities
#	18	2	2
%	60	6.7	6.7

	Male	Female	Minorities
#	5	5	0
%	16.7	16.7	0

Total	Male	Female	Minorities
#	23	7	2*
%	76.7	23.3	6.7

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						1	4		
MALE - %	T	58.4	56.5	-1.9	-.44				
	1	56.5	47.8	-8.7	-2.0				
	2	.9	8.7	+7.8	+1.79				
	3	.7	0	-.7	-.16				
	4	.2	0	-.2	-.05				
	5	.1	0	-.1	-.02				
FEMALES - %	T	41.6	43.5	+1.9	+.44			1	
	1	38.7	39.1	+.4	+.09				
	2	1.9	4.4	+2.5	+.58				
	3	.5	0	-.5	-.12				
	4	.4	0	-.4	-.09				
	5	.1	0	-.1	-.02				
MINORITIES - %	T	4.8	13.0	+8.2	+1.89				2
	2	2.8	13.0	+10.2	+2.35				
	3	1.2	0	-.6	-.28				
	4	.6	0	-.2	-.14				
	5	.2	0	0	-.05				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: University Transfer
Dept: English

Utilization by Rank

ALL EMPLOYEES

TENURE

		Male	Female	Minorities
Chairperson	#		1	0
	%		100	0
Instructor	#	13	8	3
	%	61.9	38.1	14.3

NON-TENURE

		Male	Female	Minorities
Instructor	#		1	0
	%		100	0

TOTAL

		Male	Female	Minorities
	#	13	10	3
	%	56.5	43.5	13

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						0	0		
MALE - %	T	74.0	80	+6	+.6				
	1	69.9	70	+.1	+.01				
	2	3.2	10	+6.8	+.68				
	3	.7	0	-.7	-.07				
	4	.2	0	-.2	-.02				
	5	0	0	0	0				
FEMALES - %	T	26.0	20	-6	-.6				
	1	24.8	20	-4.8	-.48				
	2	.6	0	-.6	-.06				
	3	.4	0	-.4	-.04				
	4	.1	0	-.1	-.01				
	5	.1	0	-.1	-.01				
MINORITIES - %	T	5.3	10	+4.7	+.47				
	2	3.8	10	+6.2	+.62				
	3	1.1	0	-1.1	-.11				
	4	.3	0	-.3	-.03				
	5	.1	0	-.1	-.01				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS GOALS AND TIMETABLE

School: University Transfer
Dept: Physical Education

Utilization by Rank

ALL EMPLOYEES

TENURE

		Male	Female	Minorities
Chairperson	#	1		0
	%	100		0
Instructor	#	7	2	1
	%	77.8	22.2	11.1

NON-TENURE

Instructor	#			
	%			

TOTAL	#	8	2	1
	%	80	20	10

ETHNIC CODE		A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
	T	80.6	87.5	+6.9	+.55	2	2		
MALE - %	1	74.9	87.5	+12.6	+1.01				
	2	2.6	0	-2.6	-.21				
	3	1.2	0	-1.2	-.10				
	4	1.8	0	-1.8	-.14				
	5	.1	0	-.1	-.01				
FEMALES - %	T	19.4	12.5	-6.9	-.55				1
	1	17.5	12.5	-5.0	-.40				
	2	1.2	0	-1.2	-.10				
	3	.2	0	-.2	-.02				
	4	.4	0	-.4	-.03				
	5	.1	0	-.1	-.01				
MINORITIES - %	T	7.6	0	-7.6	-.61				1
	2	3.8	0	-3.8	-.30				
	3	1.4	0	-1.4	-.11				
	4	2.2	0	-2.2	-.18				
	5	.2	0	-.2	.02				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

60

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UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: University Transfer
Dept: Math

Utilization by Rank

ALL EMPLOYEES

TENURE

		Male	Female	Minorities
Chairperson	#		1	0
	%		100	0
Instructor	#	7	0	0
	%	100	0	0

NON-TENURE

Instructor	#			
	%			

TOTAL

	#	7	1	0
	%	87.5	12.5	0

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ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						0	3		
MALE - %	T	65.2	83.3	+18.1	+3.26				
	1	62.0	77.8	+15.8	+2.84				
	2	2.3	0	-2.3	-.41				
	3	.6	0	-.6	-.12				
	4	.3	5.6	+5.3	+.95				
	5	0	0	0	0				
FEMALES - %	T	34.8	16.7	-18.1	-3.26				2
	1	33.2	16.7	-16.5	-2.97				
	2	1.0	0	-1.0	-.18				
	3	.2	0	-.2	-.04				
	4	.4	0	-.4	-.07				
	5	0.0	0	0	0				
MINORITIES - %	T	4.8	5.6	+.8	+.14				
	2	3.3	0	-3.3	-.59				
	3	.8	0	-.8	-.14				
	4	.7	5.6	+4.9	+.88				
	5	0	0	0	0				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: University Transfer
Dept: Fine Arts

Utilization by Rank

ALL EMPLOYEES

TENURE

	Male	Female	Minorities
Chairperson			
#	1		
%	100		
Instructor			
#	13	3	1
%	81.25	18.75	6.25

NON-TENURE

Instructor			
#	1		
%	100		

TOTAL			
#	15	3	1
%	83.3	16.67	5.56

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						0	4		
MALE - %	T	80.5	81.0	+.5	+.11				
	1	74.9	76.2	+1.3	+.27				
	2	2.1	4.8	+2.7	+.57				
	3	1.3	0	-1.3	-.27				
	4	2.0	0	-2.0	-.42				
	5	.1	0	-.1	-.02				
FEMALES - %	T	19.6	19.0	-.6	-.13				2
	1	17.5	14.3	-3.2	-.67				
	2	.9	4.8	+3.9	+.82				
	3	.2	0	-.2	-.04				
	4	.9	0	-.9	-.19				
	5	.1	0	-.1	-.02				
MINORITIES - %	T	7.6	9.5	+1.9	+.40				
	2	3.0	9.5	+6.5	+1.37				
	3	1.5	0	-1.5	-.32				
	4	2.9	0	-2.9	-.61				
	5	.2	0	-.2	-.04				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: University Transfer
Dept: Engineering/Physical and Biological Science

Utilization by Rank

ALL EMPLOYEES

		Male	Female	Minorities
TENURE				
Chairperson	#	1		0
	%	100		0
Instructor	#	12	2	2
	%	85.7	14.3	14.3
NON-TENURE				
Instructor	#	4	2	0
	%	66.7	33.3	0
TOTAL	#	17	4	2
	%	81.0	19.0	9.5

ETHNIC CODE		A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
MALE - %	T	84.1	80	-4.1	-.41	0	0		
	1	80.0	80	0.0	0.0				
	2	1.9	0	-1.9	-.19				
	3	.9	0	-.9	-.09				
	4	1.3	0	-1.3	-.13				
	5	.1	0	-.1	-.01				
FEMALES - %	T	15.9	20	+4.1	+.41				
	1	14.8	20	+5.2	+.52				
	2	.5	0	-.5	-.05				
	3	.1	0	-.1	-.01				
	4	.5	0	-.5	-.05				
	5	0.0	0	0.0	0.0				
MINORITIES - %	T	5.3	0	-5.3	-.53				
	2	2.4	0	-2.4	.24				
	3	1.0	0	-1.0	-.10				
	4	1.8	0	-1.8	-.18				
	5	.1	0	-.1	-.01				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: University Transfer
Dept: Social Science

Utilization by Rank

ALL EMPLOYEES

TENURE

		Male	Female	Minorities
Chairperson	#	1		0
	%	100		0
Instructor	#	6	2	0
	%	75	25	0

NON-TENURE

Instructor	#	1		0
	%	100		0

TOTAL

	#	8	2	0
	%	80	20	0

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						1	1		
MALE - %	T	69.5	75	+5.5	+.22				
	1	66.9	75	+8.1	+.32				
	2	1 3	0	-1.3	-.05				
	3	.7	0	-.7	-.03				
	4	.4	0	-.4	-.02				
	5	.2	0	-.2	-.01				
FEMALES - %	T	30.5	25	-5.5	-.22				1
	1	29.0	25	-4.0	-.16				
	2	1.0	0	-1.0	-.04				
	3	.2	0	-.2	-.01				
	4	.3	0	-.3	-.01				
	5	0.0	0	0.0	0.0				
MINORITIES - %	T	4.1	0	-4.1	-.16				
	2	2.3	0	-2.3	-.09				
	3	.9	0	-.9	-.04				
	4	.7	0	-.7	-.03				
	5	.2	0	-.2	-.01				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: University Transfer
Dept: Inter-Visions

Utilization by Rank

ALL EMPLOYEES

TENURE		Male	Female	Minorities
Chairperson	#			
	%			
Instructor	#			
	%			
NON-TENURE				
Instructor	#	3		
	%	100		
Chairperson	#		1	0
	%		100	0
TOTAL	#	3	1	0
	%	75	25	0

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						0	0		
MALE - %	T	53.6	60	+6.4	+.32				
	1	45.4	60	+14.6	+.73				
	2	1.0	0	-1.0	-.05				
	3	5.7	0	-5.7	-.29				
	4	1.4	0	-1.4	-.07				
	5	.1	0	-.1	-.01				
FEMALES - %	T	46.4	40	-6.4	-.32				
	1	40.2	40	-.2	-.01				
	2	.5	0	-.5	-.03				
	3	4.6	0	-4.6	-.23				
	4	1.0	0	-1.0	-.05				
	5	.1	0	-.1	-.01				
MINORITIES - %	T	14.4	0	-14.4	-.72				
	2	1.5	0	-1.5	-.07				
	3	10.3	0	-10.3	-.52				
	4	2.4	0	-2.4	-.12				
	5	.2	0	-.2	-.01				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

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UTILIZATION ANALYSIS GOALS AND TIMETABLE

School: University Transfer
Dept: Foreign Languages

Utilization by Rank

ALL EMPLOYEES

TENURE

	Male	Female	Minorities
Chairperson			
#	1		0
%	100		0
Instructor			
#	2	2	0
%	50	50	0

NON-TENURE

Instructor			
#			
%			

TOTAL			
#	3	2	0
%	60	40	0

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ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78 (1)	E ANTICIPATED HIRES 78-83 (2)	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
MALE - %	T	72.0	90.9	+18.9	+2.07				
	1	68.4	72.7	+4.3	+.47				
	2	1.8	9.1	+7.3	+.80				
	3	1.0	0.0	-1.0	-.11				
	4	.7	9.1	+8.4	+.92				
	5	.2	0	-.2	-.02				
FEMALES - %	T	28.0	9.1	-18.9	-2.07				1
	1	25.8	9.1	-16.7	-1.84				
	2	1.6	0	-1.6	-.18				
	3	.2	0	-.2	-.02				
	4	.5	0	-.5	-.06				
	5	0.0	0	0	0.0				
MINORITIES - %	T	6.0	18.2	+12.2	+1.34			1	
	2	3.4	9.1	+5.7	+.63				
	3	1.2	0	-1.2	-.13				
	4	1.2	9.1	+7.9	+.87				
	5	.2	0	-.2	-.02				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

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UTILIZATION ANALYSIS GOALS AND TIMETABLE

School: University Transfer
Dept: Behavioral Science

Utilization by Rank

ALL EMPLOYEES

TENURE

		Male	Female	Minorities
Chairperson	#	1		0
	%	100		0
Instructor	#	8	0	1
	%	100	0	12.5

NON-TENURE

Instructor	#	1	1	1
	%	50	50	50
TOTAL	#	10	1	2
	%	90.9	9.1	18.2

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78 (1)	E ANTICIPATED HIRES 78-83 (2)	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
MALE - %	T	55.3	57.1	+1.8	+.25				
	1	49.4	57.1	+7.7	+1.08				
	2	3.9	0	-3.9	-.55				
	3	1.3	0	-1.3	-.18				
	4	.3	0	-.3	-.04				
	5	.4	0	-.4	-.06				
FEMALES - %	T	44.7	42.9	-1.8	-.25			1	1
	1	38.5	35.7	-2.8	-.39				
	2	5.1	7.1	+2.0	+.28				
	3	.7	0	-.7	-.10				
	4	.3	0	-.3	-.04				
	5	.2	0	-.2	-.03				
MINORITIES - %	T	12.2	7.1	-5.1	-.71				1
	2	9.0	7.1	-2.1	-.29				
	3	2.0	0	-2.0	-.28				
	4	.6	0	-.6	-.08				
	5	.6	0	-.6	-.08				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Dean of Students
Dept: Counselors

Utilization by Rank

ALL EMPLOYEES

TENURE	Male	Female	Minorities
Chairperson #			
Chairperson %			
Instructor #	7	3	1
Instructor %	70	30	10
NON-TENURE			
Instructor #	1	3	0
Instructor %	25	75	0
TOTAL #	8	6	1*
TOTAL %	57.1	42.9	7.1

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						0	1		
MALE - %	T	18.6	25	+6.4	+.26				
	1	16.9	25	+8.1	+.32				
	2	1.0	0	-1.0	-.04				
	3	.4	0	-.4	-.02				
	4	.3	0	-.3	-.01				
	5	0.0	0	0.0	0.0				
FEMALES - %	T	81.4	75	-6.4	-.26				
	1	73.8	75	+1.2	+.05				
	2	5.3	0	-5.3	-.21				
	3	1.2	0	-1.2	-.05				
	4	1.0	0	-1.0	-.04				
	5	.1	0	- .1	-.00				
MINORITIES - %	T	9.3	0	-9.3	-.37				1
	2	6.3	0	-6.3	-.25				
	3	1.6	0	-1.6	-.06				
	4	1.3	0	-1.3	-.05				
	5	.1	0	-.1	-.00				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Learning Resource Center
Dept: Librarians

Utilization by Rank

ALL EMPLOYEES

TENURE

	Male	Female	Minorities
Chairperson			
#			
%			
Instructor			
#	1	3	0
%	25	75	0

NON-TENURE

Instructor			
#			
%			

TOTAL

#	1	3	0
%	25	75	0

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
					.	1	1		
MALE - %	T	94.0	100.0	+6.0	+.12				
	1	85.6	100.0	+14.4	+.29				
	2	3.5	0	-3.5	-.07				
	3	.8	0	-.8	-.02				
	4	3.0	0	-3.0	-.06				
	5	1.2	0	-1.2	-.02				
FEMALES - %	T	6.0	0	-6.0	-.12				
	1	5.7	0	- 5.7	-.11				
	2	.4	0	-.4	-.01				
	3	0	0	0	0				
	4	0	0	0	0				
	5	0	0	0	0				
MINORITIES - %	T	8.9	0	-8.9	-.18				
	2	3.9	0	-3.9	-.08				
	3	.8	0	-.8	-.02				
	4	3.0	0	-3.0	-.06				
	5	1.2	0	-1.2	-.02				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Career Education
Dept: Apprenticeship Training

Utilization by Rank

ALL EMPLOYEES

TENURE

	Male	Female	Minorities
Chairperson			
#	1		0
%	100		0
Instructor			
#	1		0
%	100		0

NON-TENURE

Instructor			
#			
%			

TOTAL			
#	2		0
%	100		0

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						2	2		
MALE - #	T	92.2	100	+7.8	+.39				
	1	82.6	100	+17.4	+.87				
	2	6.5	0	-6.5	-.33				
	3	3.0	0	-3.0	-.15				
	4	—	0	--	--				
	5	—	0	--	--				
FEMALES - %	T	7.8	0	-7.8	-.39				
	1	6.2	0	-6.2	-.31				
	2	1.3	0	-1.3	-.07				
	3	.3	0	-.3	-.02				
	4	—	0	--	--				
	5	—	0	--	--				
MINORITIES - %	T	11.1	0	-11.1	-.56			1	1
	2	7.8	0	-7.8	-.39				
	3	3.3	0	-3.3	-.17				
	4	—	0	--	--				
	5	—	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Career Education
Dept: Printing Services

Utilization by Rank

ALL EMPLOYEES

TENURE

		Male	Female	Minorities
Chairperson	#	1		0
	%	100		0
Instructor	#	4	0	0
	%	100	0	0

NON-TENURE

Instructor	#			
	%			
TOTAL	#	5	0	0
	%	100	0	0

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						0	1		
MALE - %	T	92.7	91.7	-1.0	-.12				
	1	83.9	91.7	+7.8	+.94				
	2	4.9	0	-4.9	-.59				
	3	3.9	0	-3.9	-.47				
	4	—	0	--	--				
	5	--	0	--	--				
FEMALES - %	T	7.2	8.3	+.9	+.11				
	1	6.1	8.3	+2.2	+.26				
	2	.8	0	-.8	-.10				
	3	.3	0	-.3	-.04				
	4	—	0	--	--				
	5	—	0	--	--				
MINORITIES - %	T	9.9	0	-9.9	-1.19				1
	2	5.7	0	-5.7	-.68				
	3	4.2	0	-8.2	-.50				
	4	—	0	--	--				
	5	—	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin) 2 - Black (not of Hispanic origin) 3 - Hispanic 4 - Asian or Pacific Islander 5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS, GOALS AND TIMETABLE

School: Career Education
Dept: Technology

Utilization by Rank

ALL EMPLOYEES

TENURE

		Male	Female	Minorities
Chairperson	#	1		0
	%	100		0
Instructor	#	9	1	0
	%	90	10	0

NON-TENURE

		Male	Female	Minorities
Instructor	#	1		0
	%	100		0

TOTAL

		Male	Female	Minorities
	#	11	1	0
	%	91.6	8.4	0

ETHNIC CODE		A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						0	2		
MALE - %	T	98.2	100	+1.8	+.20				
	1	82.0	100	+18.0	+1.98				
	2	12.1	0	-12.1	-1.33				
	3	4.1	0	-4.1	-.45				
	4	—	0	--	--				
	5	—	0	--	--				
FEMALES - %	T	1.8	0	-1.8	-.20				
	1	1.3	0	-1.3	-.14				
	2	.4	0	-.4	-.04				
	3	.1	0	-.1	-.01				
	4	—	0	--	--				
	5	—	0	--	--				
MINORITIES - %	T	16.7	0	-16.7	-1.84				1
	2	12.5	0	-12.5	-1.38				
	3	4.2	0	-4.2	-.46				
	4	—	0	--	--				
	5	—	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Career Education
Dept: Trades and Industry

Utilization by Rank

ALL EMPLOYEES

TENURE

		Male	Female	Minorities
Chairperson	#	1		0
	%	100		0
Instructor	#	10	0	0
	%	100	0	0

NON-TENURE

Instructor	#	1		0
	%	100		0
TOTAL	#	12	0	0
	%	100	0	0

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						1	1		
MALE - %	T	75.9	100	+24.1	+.48				
	1	70.6	100	+29.4	+.59				
	2	4.2	0	-4.2	-.08				
	3	1.1	0	-1.1	-.02				
	4	—	0	--	--				
	5	—	0	--	--				
FEMALES - %	T	24.1	0	-24.1	-.48				1
	1	21.6	0	-21.6	-.43				
	2	2.1	0	-2.6	-.05				
	3	.3	0	-.3	-.01				
	4	—	0	--	--				
	5	—	0	--	--				
MINORITIES - %	T	7.7	0	-7.7	-.15				
	2	6.3	0	-6.3	-.13				
	3	1.4	0	-1.4	-.03				
	4	—	0	--	--				
	5	—	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Career Education
Dept: Restaurant Training

Utilization by Rank

ALL EMPLOYEES

		Male	Female	Minorities
TENURE				
Chairperson	#	1		0
	%	100		0
Instructor	#	1		0
	%	100		0
NON-TENURE				
Instructor	#			
	%			
TOTAL	#	2	0	0
	%	100	0	0

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						0	0		
MALE - %	T	99.4	100	+.6	+.01				
	1	95.3	100	+4.7	+.05				
	2	3.6	0	-3.6	-.04				
	3	.5	0	-.5	-.01				
	4	—	0	--	--				
	5	--	0	--	--				
FEMALES - %	T	.6	0	-.6	-.01				
	1	.4	0	-.4	-.0				
	2	.2	0	-.2	-.0				
	3	.0	0	0	0				
	4	—	0	--	--				
	5	—	0	--	--				
MINORITIES - %	T	4.3	0	-4.3	-.04				
	2	3.8	0	-3.8	-.04				
	3	.5	0	-.5	-.01				
	4	--	0	--	--				
	5	—	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin) 2 - Black (not of Hispanic origin) 3 - Hispanic 4 - Asian or Pacific Islander 5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Career Education
Dept: Fire Science

Utilization by Rank

ALL EMPLOYEES

TENURE

	Male	Female	Minorities
Chairperson			
#	1		0
%	100		0
Instructor			
#			
%			

NON-TENURE

Instructor			
#			
%			

TOTAL			
#	1		0
%	100		0

ETHNIC CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
					1	0		
MALE - % T	89.4	100	+10.6	+.21				
1	80.5	100	+19.5	+.39				
2	7.7	0	-7.7	-.15				
3	1.2	0	-1.2	-.02				
4	—	0	--	--				
5	—	0	--	--				
FEMALES - % T	10.6	0	-10.6	-.21				
1	9.1	0	-9.1	-.18				
2	1.5	0	-1.5	-.03				
3	.0	0	0	0				
4	—	0	--	--				
5	—	0	--	--				
MINORITIES - % T	10.4	0	-10.4	-.21				
2	9.2	0	-9.2	-.18				
3	1.2	0	-1.2	-.02				
4	--	0	--	--				
5	—	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Career Education
Dept: Police Science

Utilization by Rank

ALL EMPLOYEES

TENURE

	Male	Female	Minorities
Chairperson			
#	1		0
%	100		0
Instructor			
#			
%			
NON-TENURE			
Instructor			
#	1		0
%	100		0
TOTAL			
#	2	0	0
%	100	0	0

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						0	0		
MALE - %	T	69.7	100	+30.3	+.61				
	1	66.9	100	+33.1	+.66				
	2	1.7	0	-1.7	-.03				
	3	.8	0	-.8	-.02				
	4	.2	0	-.2	-.0				
	5	.1	0	-.1	-.0				
FEMALES - %	T	30.3	0	-30.3	-.61				
	1	26.6	0	-26.6	-.53				
	2	3.3	0	-3.3	-.07				
	3	.3	0	-.3	-.01				
	4	.1	0	-.1	-.0				
	5	0	0	0	0				
MINORITIES - %	T	6.5	0	-6.5	-.13				
	2	5.0	0	-5.0	-.10				
	3	1.1	0	-1.1	-.02				
	4	.3	0	-.3	-.01				
	5	.1	0	-.1	0				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Career Education
Dept: Marketing

Utilization by Rank

ALL EMPLOYEES

TENURE

		Male	Female	Minorities
Chairperson				
	#	1		0
	%	100		0
Instructor				
	#			
	%			

NON-TENURE

		Male	Female	Minorities
Instructor				
	#	1		0
	%	100		0

		Male	Female	Minorities
TOTAL				
	#	2	0	0
	%	100	0	0

ETHNIC CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
					2	1		
MALE - % T	69.1	16.7	-52.4	-3.14				
MALE - % 1	67.5	16.7	-50.8	-3.05				
MALE - % 2	1.0	0	-1.0	-.06				
MALE - % 3	.5	0	-.5	-.03				
MALE - % 4	.2	0	-.2	-.01				
MALE - % 5	0	0	0	0				
FEMALES - % T	30.9	83.3	+52.4	+3.14				
FEMALES - % 1	26.9	83.3	+56.4	+3.38				
FEMALES - % 2	3.3	0	-3.3	-.20				
FEMALES - % 3	.2	0	-.2	-.01				
FEMALES - % 4	.6	0	-.6	-.04				
FEMALES - % 5	0	0	0	0				
MINORITIES - % T	5.8	0	-5.8	-.35				
MINORITIES - % 2	4.3	0	-4.3	-.26				
MINORITIES - % 3	.7	0	-.7	-.04				
MINORITIES - % 4	.8	0	-.8	-.05				
MINORITIES - % 5	0	0	0	0				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Career Education
Dept: Secretarial Science

Utilization by Rank

ALL EMPLOYEES

TENURE

	Male	Female	Minorities
Chairperson			
#		1	0
%		100	0
Instructor			
#	1	3	0
%	25	75	0

NON-TENURE

Instructor			
#		1	0
%		100	0

TOTAL

#	1	5	0
%	17	83	0

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL MET CHNG. #	G 5 YEAR GOAL MET CHNG. #
						1	1		
MALE - %	T	83.0	100	+17.0	+1.53				
	1	80.1	100	+19.9	+1.79				
	2	1.5	0	-1.5	-.14				
	3	1.1	0	-1.1	-.10				
	4	.3	0	-.3	-.03				
	5	.0	0	0	0				
FEMALES - %	T	16.9	0	-16.9	-1.52				1
	1	15.1	0	-15.1	-1.36				
	2	1.5	0	-1.5	-.14				
	3	.3	0	-.3	-.03				
	4	.0	0	0	0				
	5	0	0	0	0				
MINORITIES - %	T	4.7	0	-4.7	-.42				
	2	3.0	0	-3.0	-.27				
	3	1.4	0	-1.4	-.13				
	4	.3	0	-.3	-.03				
	5	0	0	0	0				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Career Education
Dept: Business

Utilization by Rank

ALL EMPLOYEES

TENURE

		Male	Female	Minorities
Chairperson	#	1	0	0
	%	100	0	0
Instructor	#	5	0	0
	%	100	0	0

NON-TENURE

Instructor	#	3	0	0
	%	100	0	0

TOTAL

	#	9	0	0
	%	100	0	0

ETHNIC CODE		A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						0	1		
MALE - %	T	79.0	100	+21.0	+.42				
	1	74.3	100	+25.7	+.51				
	2	3.3	0	-3.3	-.07				
	3	1.3	0	-1.3	-.03				
	4	--	0	--	--				
	5	--	0	--	--				
FEMALES - %	T	21.0	0	-21.0	-.42				
	1	19.3	0	-19.3	-.39				
	2	1.2	0	-1.2	-.02				
	3	.4	0	- .4	-.01				
	4	--	0	--	--				
	5	--	0	--	--				
MINORITIES - %	T	6.2	0	-6.2	-.12				
	2	4.5	0	-4.5	-.09				
	3	1.7	0	-1.7	-.03				
	4	--	0	--	--				
	5	--	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Career Education
Dept: Data Processing

Utilization by Rank

ALL EMPLOYEES

TENURE

		Male	Female	Minorities
Chairperson	#			
	%			
Instructor	#	2	0	0
	%	100	0	0

NON-TENURE

Instructor	#			
	%			

TOTAL

	#	2	0	0
	%	100	0	0

ETHNIC CODE		A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						0	0		
MALE - %	T	84.3	100	+15.7	+ .16				
	1	78.9	100	+21.1	+.21				
	2	3.3	0	-3.3	-.03				
	3	1.5	0	-1.5	-.02				
	4	.6	0	-.6	-.01				
	5	0	0	0	0				
FEMALES - %	T	15.8	0	-15.8	-.16				
	1	13.8	0	-13.8	-.14				
	2	1.5	0	-1.5	-.02				
	3	.3	0	-.3	-.0				
	4	.2	0	-.2	-.0				
	5	0	0	0	0				
MINORITIES - %	T	7.4	0	-7.4	-.07				
	2	4.8	0	-4.8	-.05				
	3	1.8	0	-1.8	-.02				
	4	.8	0	-.8	-.01				
	5	0	0	0	0				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Career Education
Dept: Horticulture

Utilization by Rank

ALL EMPLOYEES

TENURE

	Male	Female	Minorities
Chairperson			
#			
%			
Instructor			
#	1		0
%	100		0

NON-TENURE

Instructor			
#			
%			

TOTAL

#	1		0
%	100		0

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						2	3		
MALE - %	T	2.0	0	-2.0	-.32				
	1	1.8	0	-1.8	-.29				
	2	.2	0	-.2	-.03				
	3	0	0	0	0				
	4	--	0	--	--				
	5	--	0	--	--				
FEMALES - %	T	98.0	100	+2.0	+.32				
	1	83.3	93.8	+10.5	+1.68				
	2	12.3	6.2	-6.1	-.98				
	3	2.4	0	-2.4	-.38				
	4	--	0	--	--				
	5	--	0	--	--				
MINORITIES - %	T	14.9	6.2	-8.7	-1.39				2
	2	12.5	6.2	-6.3	-1.01				
	3	2.4	0	-2.4	-.38				
	4	--	0	--	--				
	5	--	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Career Education
Dept: Associate Degree Nursing

Utilization by Rank

ALL EMPLOYEES

TENURE

	Male	Female	Minorities
Chairperson			
#		1	0
%		100	0
Instructor			
#	0	6	0
%	0	100	0

NON-TENURE

	Male	Female	Minorities
Instructor			
#	0	9	1
%	0	100	11.1
TOTAL			
#	0	16	1
%	0	100	6.3

ETHNIC CODE		A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						0	2		
MALES - %	T	2.0	0	-2.0	-.18				
	1	1.8	0	-1.8	-.16				
	2	.2	0	-.2	-.02				
	3	.0	0	0	0				
	4	—	0	--	--				
	5	--	0	--	--				
FEMALES - %	T	98.0	100	+2.0	+.18				
	1	83.3	77.8	-5.5	-.50				
	2	12.3	22.2	+9.9	+.89				
	3	2.4	0	-2.4	-.22				
	4	--	0	--	--				
	5	—	0	--	--				
MINORITIES - %	T	14.9	22.2	+7.3	+.66				
	2	12.5	22.2	+9.7	+.87				
	3	2.4	0	-2.4	-.22				
	4	--	0	--	--				
	5	—	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Career Education
Dept: Practical Nursing

Utilization by Rank

ALL EMPLOYEES

TENURE

		Male	Female	Minorities
Chairperson	#		1	1
	%		100	100
Instructor	#	0	4	0
	%	0	100	0

NON-TENURE

Instructor	#	0	4	1
	%	0	100	25
TOTAL	#	0	9	2**
	%	0	100	22.2

ETHNIC CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
					4	4		
MALE - T	31.7	68.4	+36.7	+6.97				
MALE - 1	23.6	57.9	+34.3	+6.52				
MALE - 2	6.3	10.5	+4.2	+.80				
MALE - 3	1.7	0	-1.7	-.32				
MALE - 4	--	0	--	--				
MALE - 5	--	0	--	--				
FEMALES - T	68.3	31.6	-36.7	-6.97			4	
FEMALES - 1	52.2	31.6	-20.6	-3.91				
FEMALES - 2	14.1	0	-14.1	-2.68				
FEMALES - 3	2.0	0	- 2.0	-.38				
FEMALES - 4	--	0	--	--				
FEMALES - 5	--	0	--	--				
MINORITIES - T	24.1	10.5	-13.6	-2.58				2
MINORITIES - 2	20.4	10.5	-9.9	-1.88				
MINORITIES - 3	3.7	0	-3.7	-.70				
MINORITIES - 4	--	0	--	--				
MINORITIES - 5	—	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS GOALS AND TIMETABLE

School: Career Education
Dept: Health Careers

Utilization by Rank

ALL EMPLOYEES

TENURE		Male	Female	Minorities
Chairperson	#	--	--	--
	%	--	--	--
Instructor	#	9	5	1
	%	64	36	7.1
NON-TENURE				
Instructor	#	4	1	1
	%	80	20	20
TOTAL	#	13	6	2
	%	68	32	10.5

ETHNIC CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
					8	25		
MALES - T	5.3	0	-5.3	-1.43				
MALES - 1	4.6	0	-4.6	-1.24				
MALES - 2	.6	0	-.6	-.16				
MALES - 3	.2	0	-.2	-.05				
MALES - 4	--	0	--	--				
MALES - 5	--	0	--	--				
FEMALES - T	94.7	100	+5.3	+1.43				
FEMALES - 1	87.7	100	+12.3	+3.32				
FEMALES - 2	5.2	0	-5.2	-1.40				
FEMALES - 3	1.8	0	-1.8	-.49				
FEMALES - 4	--	0	--	--				
FEMALES - 5	--	0	--	--				
MINORITIES - T	7.8	0	-7.8	-2.11			1	3
MINORITIES - 2	5.8	0	-5.8	-1.57				
MINORITIES - 3	2.0	0	-2.0	-.54				
MINORITIES - 4	--	0	--	--				
MINORITIES - 5	--	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Classified
Dept: Clerical: Secretaries & Bookkeepers

TOTAL	Male	Female	Minorities
#	0	27	0
%	0	100	0

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78 (1)	E ANTICIPATED HIRES 78-83 (2)	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
MALE	T	53.9	0	-53.9	-1.62				
	1	44.5	0	-44.5	-1.34				
	2	7.2	0	-7.2	-.22				
	3	2.2	0	-2.2	-.07				
	4	--	0	--	--				
	5	--	0	--	--				
FEMALES	T	46.1	100	+53.9	+1.62				1
	1	35.7	33.3	-2.4	-.07				
	2	9.2	66.7	+57.5	+1.73				
	3	1.2	0	-1.2	-.04				
	4	--	0	--	--				
	5	--	0	--	--				
MINORITIES	T	19.8	66.7	+46.9	+1.41				
	2	16.4	66.7	+50.3	+1.51				
	3	3.4	0	-3.4	-.10				
	4	--	0	--	--				
	5	--	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Classified
Dept: Clerical: Clerical Supervisors

TOTAL	Male	Female	Minorities
#	0	3	2**
%	0	100	66.7

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						11	40		
MALE - %	T	22.5	11.5	-11.0	-5.72				
	1	18.8	11.5	-7.3	-3.80				
	2	2.7	0	-2.7	-1.40				
	3	.9	0	-.9	-.47				
	4	--	0	--	--				
	5	--	0	--	--				
FEMALES - %	T	77.5	88.5	+11.0	+5.72				
	1	63.2	80.8	+17.6	+9.15				
	2	11.8	7.7	-4.1	-2.13				
	3	2.5	0	-2.5	-1.30				
	4	--	0	--	--				
	5	--	0	--	--				
MINORITIES - %	T	17.9	7.7	-10.2	-5.30			1	7
	2	14.5	7.7	-6.8	-3.54				
	3	3.4	0	-3.4	-1.77				
	4	--	0	--	--				
	5	--	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS GOALS AND TIMETABLE

School: Classified
Dept: Clerical: Clerks & Typists

TOTAL	Male	Female	Minorities
#	6	46	4****
%	11.5	88.5	7.7

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ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						4	20		
MALE	T	30.7	16.0	-14.7	-3.68				
	1	25.3	12.0	-13.3	-3.33				
	2	4.1	4.0	-.1	-.02				
	3	1.3	0	-1.3	-.33				
	4	--	0	--	--				
	5	--	0	--	--				
FEMALES	T	69.3	84.0	+14.7	+3.68				
	1	53.8	76.0	+22.2	+5.55				
	2	13.8	8.0	-5.8	-1.45				
	3	1.8	0	-1.8	-.45				
	4	--	0	--	--				
	5	--	0	--	--				
MINORITIES	T	21.0	12.0	-9.0	-2.25				5
	2	17.9	12.0	-5.9	-1.48				
	3	3.1	0	-3.1	-.78				
	4	--	0	--	--				
	5	--	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Classified
Dept: Clerical: Miscellaneous Clerical

TOTAL	Male	Female	Minorities
#	4	21	3**
%	16	84	12

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
						0	15		
MALES - %	T	66.1	94.7	+28.6	+10.87				
	1	43.1	68.4	+25.3	+9.61				
	2	19.6	26.3	+6.7	+2.55				
	3	3.6	0	-3.6	-1.37				
	4	--	0	--	--				
	5	--	0	--	--				
FEMALES - %	T	33.9	5.3	-28.6	-10.87				2
	1	19.7	0	-19.7	-7.49				
	2	12.9	5.3	-7.6	-2.89				
	3	1.4	0	-1.4	-.53				
	4	--	0	--	--				
	5	--	0	--	--				
MINORITIES - %	T	37.5	31.6	-5.9	-2.24				2
	2	32.5	31.6	-.9	-.34				
	3	5.0	0	-5.0	-1.90				
	4	--	0	--	--				
	5	--	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Classified
Dept: Service Maintenance, Custodians & Gardeners

TOTAL	Male	Female	Minorities
#	36	2	12**
%	94.7	5.3	31.6

ETHNIC CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
					0	0		
MALE - T	96.3	100	+3.7	+.48				
MALE - 1	78.6	84.6	+6.0	+.78				
MALE - 2	16.3	15.4	-.9	-.12				
MALE - 3	1.4	0	-1.4	-.18				
MALE - 4	--	0	--	--				
MALE - 5	--	0	--	--				
FEMALES - T	3.7	0	-3.7	-.48				
FEMALES - 1	2.7	0	-2.7	-.35				
FEMALES - 2	.9	0	-.9	-.12				
FEMALES - 3	.1	0	-.1	-.01				
FEMALES - 4	--	0	--	--				
FEMALES - 5	--	0	--	--				
MINORITIES - T	18.7	15.4	-3.3	-.43				
MINORITIES - 2	17.2	15.4	-1.8	-.23				
MINORITIES - 3	1.5	0	-1.5	-.20				
MINORITIES - 4	--	0	--	--				
MINORITIES - 5	--	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Classified
Dept: Service Maintenance: Protective Service Workers

TOTAL	Male	Female	Minorities
#	13	0	2
%	100	0	15.4

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Classified
Dept: Service Maintenance-Semi-skilled & Unskilled

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
MALES	T	89.6	100	+10.4	+.83	4	8		
	1	50.1	100	+49.9	+3.99				
	2	27.3	0	-27.3	-2.18				
	3	12.2	0	-12.2	-.98				
	4	--	0	--	--				
	5	--	0	--	--				
FEMALES	T	10.4	0	-10.4	-.83				1
	1	6.3	0	-6.3	-.50				
	2	3.5	0	-3.5	-.28				
	3	.6	0	-.6	-.05				
	4	--	0	--	--				
	5	--	0	--	--				
MINORITIES	T	43.6	0	-43.6	-3.49				3
	2	30.8	0	-30.8	-2.46				
	3	12.8	0	-12.8	-1.02				
	4	--	0	--	--				
	5	--	0	--	--				

TOTAL	Male	Female	Minorities
#	8	0	0
%	100	0	0

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
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5 - American Indian or Alaskan Native

06

ETHNIC CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
					0	1		
MALE - T	98.2	100	+1.8	+.05				
MALE - 1	85.8	66.7	-19.1	-.57				
MALE - 2	9.0	33.3	+24.3	+.73				
MALE - 3	3.4	0	-3.4	-.10				
MALE - 4	--	0	--	--				
MALE - 5	--	0	--	--				
FEMALES - T	1.9	0	-1.9	-.06				
FEMALES - 1	1.4	0	-1.4	-.04				
FEMALES - 2	.4	0	-.4	-.01				
FEMALES - 3	.1	0	-.1	.0				
FEMALES - 4	--	0	--	--				
FEMALES - 5	--	0	--	--				
MINORITIES - T	12.9	33.3	+20.4	+.61				
MINORITIES - 2	9.4	33.3	+23.9	+.72				
MINORITIES - 3	3.5	0	-3.5	-.11				
MINORITIES - 4	--	0	--	--				
MINORITIES - 5	--	0	--	--				

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Classified
Dept: Skilled Crafts: Supervisc

TOTAL	Male	Female	Minoritie
#	3	0	1
%	100	0	33.3

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78 (1)	E ANTICIPATED HIRES 78-83 (2)	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
MALE - %	T	81.5	60.0	-21.5	-1.08				
	1	72.1	60.0	-12.1	-.61				
	2	6.4	0	-6.4	-.32				
	3	3.0	0	-3.0	-.15				
	4	--	0	--	--				
	5	--	0	--	--				
FEMALES - %	T	18.5	40.0	+21.5	+1.08				
	1	13.8	20.0	+6.2	+.31				
	2	3.7	20.0	+16.3	+.82				
	3	1.0	0	-1.0	-.05				
	4	--	0	--	--				
	5	--	0	--	--				
MINORITIES - %	T	14.1	20.0	+5.9	+.30				
	2	10.1	20.0	+9.9	+.50				
	3	4.0	0	-4.0	-.20				
	4	--	0	--	--				
	5	--	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Classified
Dept: Skilled Crafts: Production Printing

TOTAL	Male	Female	Minorities
#	3	2	1*
%	60	40	20

ETHNIC CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
					2	5		
MALE - T	98.2	100	+1.8	+.13				
MALE - 1	85.8	85.7	-.1	-.01				
MALE - 2	9.0	0	-9.0	-.63				
MALE - 3	3.4	0	-3.4	-.24				
MALE - 4	--	14.3	+14.3	+1.00				
MALE - 5	--	0	--	--				
FEMALES - T	1.9	0	-1.9	-.13				1
FEMALES - 1	1.4	0	-1.4	-.10				
FEMALES - 2	.4	0	-.4	-.03				
FEMALES - 3	.1	0	-.1	-.01				
FEMALES - 4	--	0	--	--				
FEMALES - 5	--	0	--	--				
MINORITIES - T	12.9	14.3	+1.4	+.10				
MINORITIES - 2	9.4	0	-9.4	-.66				
MINORITIES - 3	3.5	0	-3.5	-.25				
MINORITIES - 4	--	14.3	+14.3	+1.00				
MINORITIES - 5	--	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Classified
Dept: Skilled Crafts: Skilled Trades

TOTAL	Male	Female	Minorities
#	7	0	1
%	100	0	14.3

ETHNIC	CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78 (1)	E ANTICIPATED HIRES 78-83 (2)	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
MALE - %	T	98.9	100	+1.1	+.08				
	1	90.8	100	+9.2	+.64				
	2	6.9	0	-6.9	-.48				
	3	1.2	0	-1.2	-.08				
	4	--	0	--	--				
	5	--	0	--	--				
FEMALES - %	T	1.1	0	-1.1	-.08				
	1	.8	0	-.8	-.06				
	2	.2	0	-.2	-.01				
	3	.1	0	-.1	-.01				
	4	--	0	--	--				
	5	--	0	--	--				
MINORITIES - %	T	8.4	0	-8.4	-.59				
	2	7.1	0	-7.1	-.50				
	3	1.3	0	-1.3	-.09				
	4	--	0	--	--				
	5	--	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Classified
Dept: Skilled Crafts:
Stationary Engineers

TOTAL	Male	Female	Minorities
#	7	0	0
%	100	0	0

94

ETHNIC CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
					17	6		
MALE - T	66.0	66.7	-.7	-.21				
MALE - 1	60.7	63.3	+2.6	+.78				
MALE - 2	3.8	0	-3.8	-1.14				
MALE - 3	1.4	3.3	+1.9	+.57				
MALE - 4	--	0	--	--				
MALE - 5	--	0	--	--				
FEMALES - T	33.8	33.3	-.5	-.15			1	3
FEMALES - 1	29.6	30.0	+.4	+.12				
FEMALES - 2	3.6	0	-3.6	-1.08				
FEMALES - 3	.6	0	-.6	-.18				
FEMALES - 4	--	3.3	+3.3	+.99				
FEMALES - 5	--	0	--	--				
MINORITIES - T	9.4	6.7	-2.7	-.81			1	1
MINORITIES - 2	7.4	0	-7.4	-2.22				
MINORITIES - 3	2.0	3.3	+1.3	+.39				
MINORITIES - 4	--	3.3	+3.3	+.99				
MINORITIES - 5	--	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Classified
Dept: Professional & Technical

TOTAL	Male	Female	Minorities
#	20	10	2*
%	66.7	33.3	6.7

ETHNIC CODE	A NATIONAL AVAILABILITY-%	B DEPARTMENT TOTAL - %	C DIFFERENCE (b - a)	D * UTILIZATION	E ANTICIPATED HIRES 77-78	E ANTICIPATED HIRES 78-83	F 1 YEAR GOAL NET CHNG. #	G 5 YEAR GOAL NET CHNG. #
					2	6		
MALE - T	77.3	87.5	+10.2	+.82				
MALE - 1	70.2	87.5	+17.3	+1.38				
MALE - 2	5.9	0	-5.9	-.47				
MALE - 3	1.2	0	-1.2	-.10				
MALE - 4	--	0	--	--				
MALE - 5	--	0	--	--				
FEMALES - T	22.7	12.5	-10.2	-.82				
FEMALES - 1	19.9	12.5	-7.4	-.59				
FEMALES - 2	2.5	0	-2.5	-.20				
FEMALES - 3	.4	0	-.4	-.03				
FEMALES - 4	--	0	--	--				
FEMALES - 5	--	0	--	--				
MINORITIES - T	10.0	0	-10.0	-.80				
MINORITIES - 2	8.4	0	-8.4	-.67				
MINORITIES - 3	1.6	0	-1.6	-.13				
MINORITIES - 4	--	0	--	--				
MINORITIES - 5	--	0	--	--				

*Column D is achieved by multiplying Col. C times the number of persons in the department.

Ethnic Code
1 - White (not of Hispanic origin)
2 - Black (not of Hispanic origin)
3 - Hispanic
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native

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UTILIZATION ANALYSIS
GOALS AND TIMETABLE

School: Classified/Mid-Managers
Dept: Managerial

TOTAL	Male	Female	Minorities
#	7	1	0
%	87.5	12.5	0

140

V. MONITORING AND REPORTING

An internal reporting system to continually audit, monitor and evaluate progress is essential for a successful Affirmative Action program. Therefore, the Ad Hoc Affirmative Action Committee is recommending that a standing campuswide Affirmative Action Committee be appointed by the President. Members would draw lots and serve staggered, one, two, and three year terms. The Committee members should consist of nine representatives: two administrators, three faculty, two classified, one student, and one at large representative from police, engineers, adjunct faculty, hourly and grants. The Affirmative Action Officer should serve as chairperson of the Committee. A majority of the members appointed should be from the designated Affirmative Action categories.

The purpose of the Affirmative Action Committee will be to annually review the progress achieved by the College's Affirmative Action Program, and to research and prepare recommendations to the College President.

EXHIBIT A, TRITON COLLEGE ORGANIZATIONAL CHART 1975-76, WAS REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

EXHIBIT B

Triton College will take positive and Affirmative Action to assure that qualified Americans of Italian ancestry are identified so that they can be considered fairly along with other candidates for positions that might become available at the College and also in the positions that lead to promotion and tenure within the College. To this end, Italians, who constitute the largest single ethnic minority in the Triton district will be designated as an Affirmative Action category for this College, in addition to and equal to those so categorized under existing federal statues and regulations. The Affirmative Action Office will include Italians in the data collected for Affirmative Action purposes. "National Origin" will also specifically refer to Americans of Italian origin. The very same Affirmative Action activities afforded women and minorities will also be afforded the Italians.

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 26 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

Triton College Organizational Chart 1975-76